Expressive Arts

Artist: Paul Klee
Use a range of small tools, including scissors
Experimenting with colour, design and form.
Using different materials to make marks.
Exploring sounds.

Teach all single letter sounds.

Teach how to form all single letter sounds

correctly.

Learn how to blend single letter sounds together to read a word independently.

Daily Storytime to develop a love of reading and vocabulary.

Use a range of small tools, including scissors, cutlery, crayons, chalk and felt tips.

Encourage children to draw freely.

Use their core muscle strength to achieve good posture.

Hold a pencil effectively in preparation for fluent writing.

Basic Movement (running, jumping, throwing).

Physical Development

Understanding the World

Talk about members of my own immediate family and community.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Talk about past and present events.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Observe seasonal change - autumn

Listen to and talk about stories to build familiarity and understanding. Orally retell a story. Draw images and write labels.

ALL ABOUT ME

PSED

Explain the reason for rules.

Form positive attachments to adults and friendships with peers.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Work and play cooperatively and take turns with others.

Give focused attention to what they teacher says.

Communication and Language

Main Text: The Gingerbread Man

Engage in Storytime.

Develop social phrases.

Describe events in some detail.

Engage in non-fiction books.

Understand how to listen carefully and why

listening is important.

Offer explanations for why things might have happened.

ations for why things might have happened Learn rhymes, poems and songs.

Maths

Match, sort and compare.

Talk about measure and patterns

It's me 1,2,3